DOCUMENT RESUME

ED 305 964 JC 890 186

AUTHOR Snyder, William F.
TITLE Evidences of Faculty Centered Management Style.
PUB DATE Mar 89
NOTE 11p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrative Organization; *College Administration; College Governing Councils; Committees; Community Colleges; *Faculty College Relationship; Faculty Organizations; *Participative Decision Making; Policy Formation; Recognition (Achievement); Student Participation; *Teacher Participation; Two Year Colleges
IDENTIFIERS *Wytheville Community College VA

ABSTRACT

At Wytheville Community College (WCC) in Virginia, the seminal management style is collegial, while the seminal management structure is bureaucratic. Formal bureaucratic structures exist for normal and routine communication and for policy decisions. However, faculty are encouraged to share their concerns with the president and other administrators without going through the formal channels. Various mechanisms have been created to encourage "coalition management": (1) the Faculty Government Association has specific committees to address admissions and standards, affirmative action, curriculum, financial aid, improvement of instruction, and other areas; (2) the College Council, made up of students, staff, faculty, and administrative representatives, provides a forum for the discussion of ideas, concepts, and policy matters; (3) the loosely organized Support Staff Group communicates directly with the president on matters related to the improvement of the work environment; (4) the president has appointed ad hoc committees and task forces to deal with such matters as the college calendar, faculty evaluation, long-range planning, and space allocation; (5) regular "town meetings" are held, involving all members of the college community; (6) all major documents, such as the "WCC Policies and Procedures Manual," are submitted to faculty in draft form for review and comment; and (7) a system to publicly recognize the contributions of faculty to community, professional, and college activities has been implemented. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED305964

EVIDENCES OF FACULTY CENTERED MANAGEMENT STYLE

William F. Snyder

Wytheville Community College
Wytheville, Virginia

Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989)

JC 890186

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. F. Snyder

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EVIDENCES OF FACULTY CENTERED MANAGEMENT STYLE

WYTHEVILLE COMMUNITY COLLEGE IS A RELATIVELY SMALL COMPREHENSIVE COMMUNITY COLLEGE LOCATED IN RURAL SOUTHWEST VIRGINIA. ENROLLMENT OF 1260 AFTE, 46 FULL-TIME FACULTY AND 14 FTEF ADJUNCT. SERVES POPULATION OF ABOUT 100,000 IN A 1900 SQUARE MILE MOUNTAINOUS REGION. LOCATED AT INTERSECTION OF I-81 and I-77 IN WYTHEVILLE, VIRGINIA. WCC SERVES A REGION IN WHICH THE PUBLIC SCHOOLS CONSISTENTLY ARE RANKED AT OR NEAR THE BOTTOM OF THE DIVISIONS IN VIRGINIA AS TO THE DOLLAR PER PUPIL AND WHERE THE EDUCATIONAL LEVEL OF THE GENERAL POPULATION IS VERY LOW COMPARED TO THE REST OF THE STATE. SO IT IS EXPECTED THAT THE STUDENTS WHO ENTER WCC ARE NOT AS WELL PREPARED AS MIGHT BE THE CASE IN SOME INSTITUTIONS AND WE DO HAVE A LARGE DEVELOPMENTAL STUDIES PROGRAM.

ON FEBRUARY 22, 1988 THE FACULTY AND STAFF AT WYTHEVILLE COMMUNITY COLLEGE WERE ASKED TO MAKE SUGGESTIONS FOR ACTIVITIES TO BE INCLUDED IN A TITLE III, DEVELOPING INSTITUTION GRANT. THE ITEMS SUGGESTED AND INCORPORATED IN THE GRANT APPLICATION ARE: (OVERHEAD #1 & 2)

Activity I: Improvement of Academic Quality Through Faculty Development Programs

A. Back to Practice

This program provides 100 percent release time for one semester at full pay for selected teaching faculty to return to a work situation in their field in order to gain knowledge of current practices, techniques, and equipment.

B. Back to School

This program provides 100 percent release time for one semester at full pay and tuition support for teaching faculty to attend a university in order to learn about new teaching techniques and new knowledge in their discipline areas.

C. Full-Time/Part-Time Faculty Linkage

A program designed to provide release time and travel funds to full-time faculty members to work with part-time faculty. The full-time

faculty member will work with adjunct instructors to provide institutional support, share teaching techniques and information on course content, and other activities to improve the teaching effectiveness of the part-time instructor.

Activity II: Improving Counseling and Advising Services for Increased Student Retention

A. Model Faculty Advising Program

A program whereby teaching faculty will be given release time to devote more time to faculty advising. They will receive special training on student development theories, will be teamed with counselors to improve referrals, will be introduced to college and community resources to assist advisees, and will develop a model faculty advising folder system and training program for all other faculty advisors.

B. Evening/Regional Site Counselor

The hiring a professional counselor whose major duty is to serve regional site and evening students by assisting them with educational planning, encouraging curricular program selection, and promoting continued enrollment.

THE GRANT WAS FUNDED-ONE OF APPROXIMATELY 49 NEW GRANTS FUNDED IN THE NATION FOR THE FISCAL YEAR 1988-89. THIS PROGRAM HAS BEEN IMPLEMENTED -- 15 FACULTY AND 30 ADJUNCTS ARE PARTICIPATING. OTHERS ARE EXCITEDLY MAKING PLANS TO PARTICIPATE AT SOME TIME DURING THE THREE-YEAR GRANT.

I PRESENT THIS ONE ILLUSTRATION AS AN EXAMPLE OF AN OUTCOME THAT OCCURS WHEN A FACULTY CENTERED MANAGEMENT STYLE IS UTILIZED. THESE ARE THE KINDS OF THINGS THAT FACULTY ARE THINKING ABOUT.

THE WYTHEVILLE COMMUNITY COLLEGE MANAGEMENT APPROACH IS BASED ON THE COLLEGIAL AND BUREAUCRATIC MODELS. A SELF-GOVERNING SOCIETY OF SCHOLARS FOR STUDY OR INSTRUCTION IS NOT POSSIBLE IN TODAY'S CENTRALIZED AND STRUCTURED ENVIRONMENT. WE SOUGHT TO COME AS CLOSE AS POSSIBLE. THE SEMINAL <u>STYLE</u> IS COLLEGIAL, THE SEMINAL <u>STRUCTURE</u> IS BUREAUCRATIC. THE RESULT IS WHAT MAY BE CALLED A CONSULTATIVE MANAGEMENT STYLE OR MORE APPROPRIATELY EFFECTIVE COALITION MANAGEMENT AS DESCRIBED BY DAVID WHETTEN IN A 1984 ISSUE OF <u>CHANGE</u> MAGAZINE.

THE ORGANIZATION IS STRUCTURED FOLLOWING THE TYPICAL BUREAUCRATIC MODEL. FACULTY ARE ENCOURAGED TO UTILIZE THIS STRUCTURE FOR NORMAL AND ROUTINE COMMUNICATION BUT IT IS CLEAR TO FACULTY THAT COMMUNICATION OUTSIDE THE FORMAL STRUCTURE IS ENCOURAGED AND SOUGHT. THE FACULTY ARE ENCOURAGED TO SHARE THEIR CONCERNS WITH THE PRESIDENT AND THE PRESIDENT HAS MADE IT CLEAR TO THE ADMINISTRATIVE PERSONNEL THAT HE AND THEY CAN, SHOULD, AND WILL COMMUNICATE DIRECTLY TO FACULTY OR THE ADMINISTRATIVE STAFF AT ANY LEVEL WITHOUT GOING THROUGH THE FORMALITY OF THE CHAIN OF COMMAND. IF IS ALSO CLEAR THAT WHILE INFORMAL COMMUNICATION OCCURS BETWEEN AND AMONG ANY EMPLOYEE OF THE COLLEGE, FORMAL POLICY DECISIONS WILL BE RECOMMENDED, APPROVED, AND COMMUNICATED THROUGH THE FORMAL STRUCTURE. THIS KEEPS US ORGANIZED. WE'RE NOT MUSHY-HEADED LIBERALS WHO GIVE AWAY THE FARM AND WE'RE NOT BULLY BILLY BENNETS. WE DO BELIEVE IN THE COLLECTIVE WISDOM OF OUR FACULTY AND WE USE IT TO CREATE AN ENVIRONMENT THAT ENHANCES LEARNING.

PARTICIPATION ENHANCERS

WYTHEVILLE COMMUNITY COLLEGE HAS CREATED A MULTITUDE OF MECHANISMS DESIGNED TO ENHANCE THE PARTICIPATION OF ALL IN THE GOVERNMENT OF THE COLLEGE. THE FORMAL STRUCTURES INCLUDE THE STATE BOARD FOR COMMUNITY COLLEGES, THE WYTHEVILLE COMMUNITY COLLEGE LOCAL BOARD AND THE CHANCELLOR AND HIS STAFF-, AND A STANDARD LINE AND STAFF ARRANGEMENTS.

The purpose of the Faculty Government Association is like the typical faculty senate.

The following standing committees and their purposes are as follows:

Admissions and Standards Committee - This committee acts on non-routine applications for admission or petitions for readmission. The committee also reviews the institution's academic standards and makes appropriate policy and procedure recommendations.

Affirmative Action Committee - This committee assures that the college is in compliance with all the federal and state laws, regulations and executive orders pertaining to equal employment opportunities for all individuals regardless of race, color, sex, age, veteran status, religion, handicap, national origin, or other non-merit factors, and to review and update, as necessary, the college Affirmative Action Plan.

Convocation and Cultural Affairs Committee - This committee is responsible for the planning, organizing, budgeting, and implementing of the Honors Convocation and other events suggested either by the committee or the President and mutually agreed upon. This committee is also required to recommend commencement speakers according to the timetable contained in the approved Graduation Speaker Guidelines. The committee also recommends, plans and coordinates college-sponsored cultural events for the service region.

Curriculum Committee - This committee provides for the continuous review of the curricular programs of the college, considers proposals for course and program changes, makes recommendations for the improvement of curricula, and coordinates all curricula programs including community service programs.

Financial Aid Committee - This committee serves in an advisory capacity to the Financial Aid Officer. It acts to publicize the student financial aid program and makes recommendations for the use of scholarship funds under the control of the college. Members review financial aid policies and procedures, recommend changes when necessary, and make recommendations regarding those students receiving financial aid who have failed to maintain satisfactory academic progress.

Improvement of Instruction Committee - The function of this committee is to study and recommend or take actions that will result in the improvement of the instructional aspects of the college program. Special emphasis is placed upon the organization, methods, and techniques of instruction. The committee will also assist the Dean of Instruction in planning for the activities of faculty orientation and professional developmental days and will manage the process for selection of the individual to receive the annual improvement of instruction award.

Learning Resources Committee - This Committee acts as an intermediary between the Learning Resources Center and the faculty, staff, and student; interprets the policies and procedures of the Learning Resources Center; makes suggestions for the improvement of learning resources services; keeps the faculty informed as to the available learning resources funds and encourages them to select learning resources equipment and media for purchases in their respective fields; aids in any way possible to maintain accreditation for the Learning Resources Center and encourages full usage of learning resources services.

Student Activities and Honors Committee - This committee serves in an advisory capacity to the Director of Student Services and fulfills the following specific responsibilities: 1) plan, organize, budget, and implement Fall Esprit Day and Spring Fling; 2) recommend the annual renewal and/or creation of student organizations; 3) propose the Student Activity Budget and approve monies allocated from the contingency fund of that

budget; 4) recommend students eligible for certain honors including listing in Who's Who in American Junior Colleges.

COLLEGE COUNCIL - THE PURPOSE OF THE COUNCIL IS TO PROVIDE A FORUM FOR DISCUSSION OF IDEAS, CONCEPTS, AND POSSIBLE POLICY MATTERS WHICH ARE OF REAL OR POTENTIAL BENEFIT TO THE COLLEGE AND THE CITIZENS IT SERVES. THE MEMBERSHIP SHALL CONSIST OF THE CHAIRMAN OF EACH STANDING COMMITTEE, THE STUDENT GOVERNMENT ASSOCIATION PRESIDENT, THE FACULTY GOVERNMENT ASSOCIATION PRESIDENT, ONE DIVIDION CHAIRMAN OR DIRECTOR, THE TWO DEANS, DIRECTOR OF STUDENTS SERVICES, ONE CLASSIFIED STAFF MEMBER (SECRETARY, MAINTENANCE), THE COLLEGE INFORMATION OFFICER, THE ADMINISTRATIVE ASSISTANCE, AND THE PRESIDENT. MEMBERS OF THE COLLEGE FACULTY AND STAFF ARE INVITED TO SUBMIT TO THE ELECTED CHAIRMAN A ONE PAGE SUMMARY/DISCUSSION GUIDE ON ANY MATTER THEY FEEL MERITS THE ATTENTION OF THE COLLEGE COUNCIL. THE COUNCIL CHAIRMAN AND THE COLLEGE PRESIDENT WILL CONFER TO ESTABLISH THE AGENDA.

TEACHING FACULTY, ADMINISTRATIVE FACULTY AND SUPPORT STAFF ALL SERVE ON THE COMMITTEES AND TASK FORCES.

THE SUPPORT STAFF GROUP IS LOOSELY ORGANIZED AND HAS CHOSEN NOT TO CREATE A FORMAL STRUCTURE. THE LEADERSHIP FOR THIS GROUP IS PASSED AROUND AMONG THEM AND NO OFFICERS OR BYLAWS EXIST. THEY COMMUNICATE WITH THE PRESIDENT ON ITEMS OF CONCERNS AND MAKE SUGGESTIONS TO IMPROVE SERVICES TO STUDENTS DIRECTLY OR THROUGH AN IMPROVED WORK CLIMATE.

Task groups appointed by the President within the last five years are:

Ad Hoc Committees on:
- Multi-Year Appointments
- Professor Emeritus
- College Calendar
- Faculty Evaluation

Task Forces on:
- Assessment
- Long Range Plan
- Semester Conversion
- Personal Computing
- Artist in Residence Program
- Space Allocation
- Employees Lounges

Occupational technical faculty and administrators interact with their counterparts in business and industry through the curriculum advisory committees and this information to the college information milieu and community/college interaction.

THE PLANNING PROCESS TOO ACKNOWLEDGES THE CENTRALITY OF FACULTY IN THE LIFE OF THE INSTITUTION. TWO LONG RANGE PLANS HAVE BEEN PREPARED SINCE 1980. THE FOLLOWING TABLE ILLUSTRATED THE COMPOSITION OF THESE LONG RANGE PLAN COMMITTEES.

COMMITTEES COMPOSITION	1980	1987
FACULTY	15	30
ADMINISTRATIVE STAFF	15	11
SUPPORT STAFF	0	8

THE CONDUCT OF REGULAR "TOWN MEETINGS" WHERE ALL MEMBERS OF THE COLLEGE COMMUNITY ARE INVITED TO PARTICIPATE TOGETHER IN THE DISCUSSION OF THE COLLEGE CONCERNS AND OPPORTUNITIES.

IT IS NOT JUST STRUCTURE. THERE IS AN ADMINISTRATIVE COMMITMENT TO PROVIDING A CONTINUING FORUM, PUBLIC AND PRIVATE, FOR DISCUSSION OF CONCERNS AND OPPORTUNITIES.

ALL MAJOR DOCUMENTS SUCH AS THE WCC POLICIES AND PROCEDURES MANUAL, SELF-STUDY REPORTS, SPECIAL EVALUATIONS OR REVIEWS, ETC., ARE PROVIDED TO FACULTY IN DRAFT FORM FOR THEIR REVIEW AND COMMENT. MODIFICATIONS BASED ON THIS REVIEW ARE CONSPICUOUS.

THE PRESIDENT SETS THE PACE IN RECOGNITION OF THE COLLEGIATE ATMOSPHERE. EACH YEAR HE ESTABLISHES A FEW (GENERALLY FIVE OR LESS) NON ROUTINE OBJECTIVES WITH THE LOCAL BOARD AND THE CHANCELLOR. HERE ARE A COUPLE OF EXAMPLES OF THE SPECIAL RECOGNITION GIVEN TO THE FACULTY CENTEREDNESS OF THE INSTITUTION:

1980-81 TO DEVISE AND IMPLEMENT A PLAN FOR PROVIDING A VARIETY OF AVENUES TO SOLICIT, RECEIVE, AND UTILIZE FACULTY AND STAFF INPUT REGARDING THE OPERATION AND DEVELOPMENT OF THE COLLEGE.

1986-87 TO SCHEDULE INDEPTH INTERACTION SESSIONS WITH EACH WORKING UNIT OF THE COLLEGE TO PROVIDE AN OPPORTUNITY FOR THE PRESIDENT TO LISTEN TO THE ADVICE, CONCERNS, AND ASPIRATIONS OF ALL WCC EMPLOYEES.

1987-88 TO HOST "BROWN BAG" LUNCHEONS ON A REGULAR BASIS TO INCREASE INFORMAL COMMUNICATIONS WITH COLLEGE FACULTY AND STAFF.

AS IMPORTANT AS MECHANISMS - MAYBE MORE SO ARE THE DEVICES CREATED TO ENHANCE SELF ESTEEM.

SELF-ESTEEM BUILDERS

Public recognition of faculty contribution to community, professional, and college activities is a high priority of the college's public information officer who is supported and provided information by the administrative staff and by teaching faculty colleagues.

When the college needs special expertise, it turns first to those of its faculty and staff who possess it. Its typical reaction is to identify who among us can provide this guidance, advice, and perform this task. This approach recognizes the value placed upon the professionals of the college and provides opportunity for variety of task and recognition of special ability and training.

Pervasive attitude on the part of the administrators that faculty are competent--no close supervision, no second guessing of faculty on minutia of content and instructional methods, high value placed on academic freedom. The belief that professional development will be sought and engaged in is a basic principle of administration.

Support of almost any type of professional development that faculty representatives agree is needed.

A commitment to providing through state, local, grants, or foundation funds all of the resources faculty need for teaching and for professional development.

A high level of commitment to involving faculty in the total budgeting process. Faculty know the resources that are available and have great influence in how they are used.

A high level of commitment to providing freedom for faculty to select needed equipment and to participate in the purchasing process.

A high level of commitment to full faculty involvement in the design of both new facilities and renovations.

FULL PARTICIPATION IN CURRENT PROGRAMS AND COMMITMENT TO ADDITIONAL PROGRAMS TO RECOGNIZE AND CELEBRATE FACULTY SUCCESS. PROGRAMS IN PLACE INCLUDE THE VCCS INSTRUCTIONAL LEADERSHIP TRAINING CONFERENCE; THE VCCS ADMINISTRATIVE LEADERSHIP TRAINING CONFERENCE; THE CHANCELLOR'S FELLOWHSIP PROGRAM; THE VCCS COMMONWEALTH PROFESSORS PROGRAM; THE STATE COUNCIL OF HIGHER EDUCATION OUTSTANDING FACULTY AWARDS; WCC FOUNDATION DISTINGUISHED SERVICE AWARDS; THE WCC FOUNDATION IMPROVEMENT OF INSTRUCTION AWARD; COMMITMENT TO NOMINATING OF FACULTY FOR VARIOUS LOCAL, STATE, AND NATIONAL RECOGNITIONS; SUPPORT OF FACULTY AS THEY ATTEMPT TO RECOGNIZE AND CELEBRATE STUDENTS' SUCCESSES WITH VARIOUS RECOGNITIONS AND AWARDS; THE CREATION OF VARIOUS STUDENT HONORARY AND SUBJECT MATTER ORGANIZATIONS AND THE SUPPORT OF FACULTY SPONSORS OF THESE ORGANIZATIONS; SPONSORING OF OPEN HOUSE AND SPECIAL STUDENT TOUR ACTIVITIES FOCUSED ON FACULTY; THE STRONG COMMITMENT OF THE PUBLIC INFORMATION PROGRAM TO SECURE LOCAL, STATE, AND NATIONAL RECOGNITION FOR FACULTY ACCOMPLISHMENTS AND THE SPOTLIGHTING OF FACULTY ACHIEVEMENTS AND HONORS.

The organizing and sponsoring of various social and cultural events.

Provision of support to the faculty with adequate offices, secretarial assistance, test scoring equipment, computer systems to manage administrative and instructional activities, access to audio-visual specialist, print production specialist, and photographic specialist, the creation of instructional computing personnel as resources to assist faculty, copying services with few restrictions, instructional assistants, and janitorial services.

THESE EXCERPTS FROM THE PRESIDENT'S END-OF-TERM SPEECHES EMPHASIZE THE IMPORTANCE OF FACULTY IN TEACHING/LEARNING PROCESS AND UNDERSCORES THE ADMINISTRATION'S COMMITMENT TO PROVIDING MECHANISMS FOR FACULTY INVOLVEMENT AND FOR THE CREATION OF A MORE SIGNIFICANT COLLEGE COMMUNITY.

> THERE IS A STRIKING PARALLEL BETWEEN THE RECOMMENDATIONS OF THE AACJC COMMISSION ON THE FUTURE OF COMMUNITY COLLEGES AND THE WYTHEVILLE COMMUNITY COLLEGE LONG-RANGE PLAN. WCC IS IN THE MAINSTREAM OF HIGHER EDUCATION. WE ARE THERE BECAUSE ALL OF YOU HAVE CREATED A COLLEGE THAT TRULY HAS A HEAD START ON THE FUTURE. WE WILL CONTINUE TO BE ENGAGED IN BUILDING COMMUNITIES AS WE APPROACH A NEW CENTURY. WE HAVE BUILT A GREAT INSTITUTION -- LETS KEEP IT ROLLING WITH OUR VISION, CREATIVITY, HARD WORK, AND COMMITMENT TO OUR MISSION.
>
> THANK ALL FOR THE HARD WORK THAT HAS LED TO WHAT I BELIEVE TO BE ONE OF THE MOST PRODUCTIVE TERMS IN OUR HISTORY. TOO OFTEN WE HAVE THE HABIT OF SETTING OUR HAIR ON FIRE AND PUTTING IT OUT WITH A HAMMER. WE HAVE NOT DONE THAT THIS YEAR. WE HAVE BEEN THOUGHTFUL AND PRODUCTIVE. THANK YOU ALL FOR 15 ITEMS THEY HAVE DONE THAT LEAD TO PURPOSE FULFILLMENT.

A FURTHER EXAMPLE OF WHAT HAPPENS IN FACULTY CENTERED ORGANIZATION:

1. CURRENT CONTROVERSY, CLASS SIZE, NUMBER OF SECTIONS, OVERENROLLMENT OF LABORATORIES -- FGA CONCERN -- NOT FOR WORKLOAD BUT FOR HOW STUDENTS ARE TAUGHT AND FOR WHAT THEY MAY LEARN.

THERE IS AMPLE EVIDENCE THAT THE WITHIN WYTHEVILLE COMMUNITY COLLEGE TO THE DEGREE POSSIBLE IN A WORLD WHERE THE BUREAUCRATIC STRUCTURE IS INGRAINED, RESIDES A COLLEGIAL ORGANIZATION. BUT DOES IT RESULT IN AN ENVIRONMENT IN WHICH STUDENTS LEARN MORE THAN THEY WOULD IN SOME ALTERNATIVE ATMOSPHERE.

WE BELIEVE THERE IS SUBSTANTIAL EVIDENCE THAT THE STUDENTS AT WYTHEVILLE COMMUNITY COLLEGE ARE SUCCESSFUL IN THE LEARNING PROCESS. THE INSTITUTION AND MANY INDIVIDUAL PROGRAMS HOLD UNQUALIFIED ACCREDITATION. STUDENTS WHO TRANSFER HAVE BETTER RECORDS AT THE END OF THEIR JUNIOR YEAR THAN DO NATIVE STUDENTS AT THE RECEIVING INSTITUTIONS. GRADE POINT AVERAGES AT THE RECEIVING INSTITUTIONS VARY ONLY SLIGHTLY AT THE END OF THE JUNIOR YEAR FROM THE GRADE POINT AVERAGE EARNED AT WCC. OCCUPATIONAL/TECHNICAL GRADUATES WHO MUST SIT FOR STATE AND NATIONAL EXAMINATIONS ARE CONSISTENTLY IN THE UPPER QUARTILE AND FOLLOW-UP STUDIES FROM EMPLOYERS INDICATE THE BELIEF THAT STUDENTS ARE WELL PREPARED FOR THE POSITIONS THEY ARE OFFERED AND ACCEPT. AN ASSESSMENT PROGRAM IS PROVIDING MORE DOCUMENTATION.

WE HAVE PRESENTLY A HIGH DEGREE OF CONFIDENCE THAT OUR STUDENTS ARE LEARNING. WE BELIEVE-BELIEVE THAT IT IS DIRECTLY RELATED TO THE ATMOSPHERE OF FACULTY CENTEREDNESS, BUT WE CAN'T PROVE IT.

ERIC Clearinghouse for Junior Colleges JUN 09 1989